

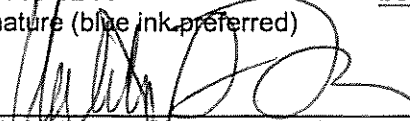
**Texas Education Agency
Standard Application System (SAS)**

74*2017–2019 Public Charter School Program Start-Up Grant				
Program authority:	PL 107-110, Elementary and Secondary Education Act – 1965, as amended by NCLB Act – 2001, Title V, Part B, Subpart 1; Texas Education Code, Chapter 12			FOR TEA USE ONLY <small>Write NOGA ID here:</small>
Grant Period	May 1, 2017, to July 31, 2019			<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> Received Texas Education Agency 2016 DEC 12 PM 4:15 </div>
Application deadline:	5:00 p.m. Central Time, December 15, 2016			
Submittal information:	Three complete copies of the application, printed on one side only. All copies must have an original signature (blue ink preferred) of the person authorized to bind the applicant in a contract. Applications must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave Austin, TX 78701-1494 </div>			
Contact information:	Arnoldo Alaniz: CharterSchools@tea.texas.gov : (512) 463-9575			
<u>Schedule #1—General Information</u>				
Part 1: Applicant Information				
Organization name	County-District #	Campus name/#	Amendment #	
The Huguen Center, Inc.	123807	Bob Hope School-Beaumont	NA	
Vendor ID #	ESC Region #	DUNS #		
74-1157851	V (5)	965881845		
Mailing address	City	State	ZIP Code	
2849 9th Ave	Port Arthur	TX	77642	
Primary Contact				
First name	M.I.	Last name	Title	
Bobby		Lopez	Superintendent	
Telephone #	Email address		FAX #	
409-983-3244	bobby.lopez@bobhopeschool.org		409-983-6408	
Secondary Contact				
First name	M.I.	Last name	Title	
Virginia		Roberts	Campus Director	
Telephone #	Email address		FAX #	
409-983-6659, ext. 600	virginia.roberts@bobhopeschool.org		409-983-6408	
Part 2: Certification and Incorporation				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name Bobby	M.I. Lopez	Last name Lopez	Title Superintendent
Telephone # 409-983-3244	Email address bobby.lopez@bobhopeschool.org		FAX # 409-983-6408
Signature (blue ink preferred)	Date signed		


Only the legally responsible party may sign this application.

12/01/16

701-16-101-012

Schedule #1—General Information

County-district number or vendor ID: **123807**

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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Schedule #2—Required Attachments and Provisions and AssurancesCounty-district number or vendor ID: **123807**

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment (Note: Only school districts applying on behalf of a campus charter need to submit these attachments)	Description of Required Program-Related Attachment
1	Documentation of Authorization to Charter	<ul style="list-style-type: none"> • A copy of the local district's policy for authorizing campus charter schools; AND • A copy of the district's charter application for the authorized campus charter; AND • A copy of the performance contract with the principal or chief operating officer of the campus charter (TEC §12.0531); AND • Either of the following: <ul style="list-style-type: none"> ○ A copy of the petition presented to the board of trustees that as signed by the parents of a majority of the students at the school campus <i>and</i> a majority of the classroom teachers at the school campus requesting a campus charter (TEC §12.052, §12.053) OR ○ A copy of the contract between the school district and the entity to provide educational services to the district through the campus or program and at a facility located in the boundaries of the district (TEC §12.0521).
2	Board of Trustees Approval	<ul style="list-style-type: none"> • A copy of the <i>approved</i> minutes from the local board of trustees meeting in which the charter was granted; OR • A copy of the board agenda with an action item to consider or approve the campus charter and draft minutes from the local board of trustees meeting in which the charter was granted.
3	Narrative Description from Superintendent	<p>A narrative description on district letterhead signed by the superintendent which contains the following must be submitted:</p> <ul style="list-style-type: none"> • The mission of the campus charter; • An explanation of the development of the proposed campus charter and the rationale for the district granting a charter to the new district campus; • A detailed description, including supporting documentation, of the ways in which the campus charter will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus charter and their input with regard to the school's curriculum, calendar, budget, and daily operations, and how this autonomy is above and beyond the degree of flexibility and autonomy afforded to traditional campuses within the district; • A detailed description, including supporting documentation, that explains the ways in which the school district plans to conduct an independent annual financial audit of the campus charter, separate and apart from the district's independent annual financial audit, and the manner in which the campus will provide the necessary data for the school district to report on its locally-developed objectives; • A detailed description of the admission requirements for the campus charter;

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		<ul style="list-style-type: none"> The methods and timelines that the district will use to ensure that the campus charter receives all federal funds to which its students are entitled; and A valid certificate of occupancy, or its equivalent, for the instructional facility, if the location of the campus charter has been determined.
4	Federal Definition of a Public Charter School	A completed form regarding compliance with the Federal Definition of a Public Charter School must be submitted with the grant applications. (See Appendix 2.)
5	Campus Charter Information Form	A completed Campus Charter Information Form must be submitted with the grant applications. (See Appendix 3.)

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and AssurancesCounty-district number or vendor ID: **123807**

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	<p>The charter school's financial accounting system adheres to the following requirements:</p> <ul style="list-style-type: none"> • accommodates the minimum 15-digit account code mandated by the FASRG; • generates information needed for PEIMS reporting; and • ensures adequate accountability of state and federal funds. <p>*If the school's financial accounting system is not approved by TEA, the charter school <u>will budget and acquire an acceptable accounting system and training with these grant funds</u>. Additionally, the school will be required to submit proof of an acceptable accounting system prior to receiving continued and/or additional funding.</p>
4.	The charter school will maintain clear documentation and data for the school and students served by the PCSP Start-Up Grant; will comply with any reporting and evaluation requirements that may be established by the TEA; and will submit the reports in the format and manner requested by TEA's Division of Financial Compliance. Grantees will be required to cooperate with the team that has been contracted to evaluate the use of the PCSP Start-Up Grant funds.
5.	The public charter school has on file a certificate of occupancy or the equivalent, for the instructional facility. At any time, should the TEA Charter School Administration Division request a copy, the public charter school will provide such copy immediately.
6.	<p>According to Title V, Part B, of NCLB, to receive federal grant funds of any type including U. S. Department of Education funds, the charter school must meet the following definition. By signing Schedule #1 and submitting the application, the authorized official of the public charter school certifies that each of the statements below is true and that the school is in compliance with this definition. A charter school is not eligible to receive any federal funds at any time, formula or discretionary, from TEA if it does not comply with this definition.</p> <p>A charter school means a public school that:</p> <ol style="list-style-type: none"> 1. In accordance with TEC Chapter 12, is exempted from significant state or local rules that inhibit the flexible operation and management of the school, but not from any rules relating to the other requirements identified in P.L. 107-110. 2. Is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction. 3. Operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency. 4. Provides a program of elementary or secondary education, or both. 5. Is nonsectarian in its programs, admission policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution. 6. Does not charge tuition. 7. Complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act. 8. Is a school to which parents choose to send their children, and that admits students on the basis of a lottery, if more students apply for admission than can be accommodated.

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	<p>9. Agrees to comply with the same federal and state audit requirements as do other elementary schools and secondary schools in the state, unless such requirements are specifically waived for the purposes of this program.</p> <p>10. Meets all applicable federal, state, and local health and safety requirements.</p> <p>11. Operates in accordance with state law.</p> <p>12. Has a written performance contract with the authorized public chartering agency in the state that includes a description of student performance that will be measured in charter schools pursuant to state assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public charter agency and the charter school.</p>
7.	<p>Charters established under TEC Chapter 12, Subchapter C, must also comply with the following:</p> <ul style="list-style-type: none"> a. Campus charter schools, must use funds to supplement (increase the level of services) and not supplant (replace) funds from federal, state, and local funds for similar activities. Any program activity required by state law, State Board of Education (SBOE) rules, or local board policy may not be paid with these funds. State or local funds may not be decreased or diverted for other uses merely because of the availability of these funds. Grantees must maintain documentation which clearly demonstrates the supplementary nature of these funds. b. The campus charter will be established according to and in compliance with TEC, Chapter 12, Subchapter C, Sections 12.051-12.065. c. The campus charter school will be designated as a campus charter in the Texas Education Agency (TEA) organizational database, AskTED, prior to operating as a campus charter for the 2016-2017 school year. If the campus charter school began operation prior to the 2016-2017 school year, but is still eligible to apply for and receive funding under this grant for the implementation of its charter school program, the campus charter school must be designated as a campus charter in AskTED when the grant application is submitted to TEA. d. As per Title V, Part B, Subpart 1, Section 5204(f)(4)(B), a local education agency (LEA) may not deduct funds for administrative fees or expenses from a subgrant awarded to an eligible applicant, unless the eligible applicant enters voluntarily into a mutually agreed upon arrangement for administrative services with the relevant LEA. Absent such approval, the LEA shall distribute all subgrant funds to the eligible applicant without delay. e. The campus charter will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus charter school and their input with regard to the school's curriculum, calendar, budget, and daily operations. This autonomy will be <u>above and beyond the degree of flexibility and autonomy afforded to traditional campuses</u> within the district.

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Schedule #5—Program Executive SummaryCounty-district number or vendor ID: **123807**

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

APPLICANT BACKGROUND: Bob Hope School began as a Generation 14 open-enrollment charter school serving students in grades 6-12 in Port Arthur, Texas. After seven successful years of operation, Bob Hope Elementary (also in Port Arthur) opened in 2016 with 256 students in grades pre-K through 2 and will add a grade level each year until it reaches full pre-K through 12 enrollment in 2020. **We are now seeking to expand our network with an additional PK-12 school in Beaumont, TX.** The Bob Hope Schools jointly exist to increase the number of students who will graduate from high school and seek their full potential in either the workforce or to college. We expect that all students will be prepared to compete successfully in the marketplace. The **mission** of the Bob Hope Schools is to provide a safe, orderly environment in which students are intrinsically motivated to become life-long learners in a global society and where teachers, parents and the community collaborate to address the needs and diversity of all students. Bob Hope School's philosophy is as follows: *We believe each person has merit, dignity and can make a valid contribution to society. We believe in the "total" child including mind, body and spirit. We believe in Hope. Hope for the future of each of our students. We believe in success, academic, vocational and independent living.*

CURRICULUM/INSTRUCTIONAL PROGRAM: Like its predecessors, the new Bob Hope School-Beaumont will offer a unique **Dual-language Montessori educational program at the elementary level.** Attending a Montessori program from the ages of 3 to 11 years predicts significantly higher mathematics and science standardized test scores in high school (K. Dorman, 2003). In the Montessori method, the teacher, child, and learning environment create a triad. Teachers prepare a classroom by providing multiple learning opportunities that lead a child to make choices in their own educational plan. The Montessori approach leads to students using sensory motor activities that develop their meta-cognitions skills. **At the secondary level, students will benefit from a longer school day, Saturday School, more instructional time in reading and math, and leadership development,** high school Algebra I and IPC (science) optional for 8th graders; advanced coursework in math, science, and writing; SAT Camp for all rising 11th graders (but open to all high school students) and a summer Leadership Camp for all 6th graders. At all levels, **two-way dual-language instructional methods** will capitalize on the individual language strengths of native English- and Spanish-speakers while adding reading and writing skills in the second language and building cultural awareness to broaden the horizons of every student.

Teachers will also use the following for instructional activities: hands-on learning, discovery learning, problem-solving, whole language instruction, phonetic-based instruction, instructional field trips, peer tutoring, and individual coaching. **All elementary grades will use the state required bilingual and Montessori methods for instruction and all grades, PK-12, will follow all TEA TEKS for their subject and grade.**

NEEDS ASSESSMENT: The successful operation of the original Bob Hope secondary school has resulted in 2015 academic distinction designations including Academic Achievement in R/LA; Academic Achievement in Mathematics; and Top 25% in Student Progress. **We are now ready and able to expand into the Beaumont area of East Texas—an area with great need for research-based alternatives to a failing traditional public educational system.** Beaumont ISD has been under state control since April 2014 due to fiduciary mismanagement and embezzlement combined with academic fraud. There are currently no free, public Montessori programs in Beaumont, and no Montessori Dual-language programs at all. However, the existence of a private Montessori preschool program and a private school speak to the level of interest in the community. Establishing an open-enrollment charter school in Beaumont will fill several needs simultaneously—chief among them: the opportunity for students to attend a proven high-performing public school system that has outperformed Beaumont ISD and Harmony Science in Beaumont. **According to recent TAPR reports, Beaumont ISD's 2015-16 academic performance is 8-21 percentage points below that of the Region and even lower than that of the state as a whole.** Scores for students of color (83% of all students) are abysmally low—as much as 31 percentage points below the state average (ex: 3rd grade Math—44% passing African American/75% passing state). At the high school level, the dropout rate for Hispanic students is 4.2%—*twice the state average of 2.1%*. Bob Hope has demonstrated success with low-income minority students, English-language learners, and educationally disadvantaged youth and is confident it can face the challenges that Beaumont's students have experienced and emerge as a beacon of hope and educational promise in a community that has not experienced that in quite some time.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: **123807**

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

PROCESS/ALIGNMENT WITH GRANT GOALS AND OBJECTIVES: The need for a high-quality education in a low-income geographic area calls for a high-quality curriculum that also honors students' cultures, expands their linguistic abilities in two languages, and ensures all students are growing academically. The objectives listed on page 17 are aligned with these needs. Achievement of these objectives will be measured by student academic performance and growth (TPRI, TELPAS, STAAR, and STAAR Index 2) as well as staff retention and participant satisfaction.

BUDGET DEVELOPMENT: The budget for Bob Hope School-Beaumont was developed by the Superintendent/Executive Director, the CFO/Assistant Superintendent of Finance, and the Campus Director and Campus Instructional Supervisor of Bob Hope School-Beaumont in Port Arthur, with supportive input from the charter's Bilingual Director, Special Education/Testing Director, Tutoring Coordinator, and Counselor. This Leadership Team met during October and November 2016 to determine funding needs based on the new school community's demographics, a review of student achievement gaps in neighboring public schools, Bob Hope's identified Montessori Dual-language curriculum, and other anticipated operational needs based on the team's experience establishing schools in Port Arthur. In this way, the budget was developed through a balance of experience and projections/ expectations.

ENSURING HIGH-QUALITY MANAGEMENT: The Bob Hope Charter Leadership Team (noted above) brings a wealth of school leadership and management experience to the operation of the charter network—a level of experience that will be also sought out for leadership of the new Beaumont campus. Superintendent of Schools/Executive Director of the Hughen Center, Dr. Roberto (Bobby) Lopez has served seven school districts (three as Superintendent) in the positions of teacher, teacher specialist, assistant principal, principal, developer of expansion, instructional supervisor and superintendent. He has also served as registration officer for the Houston Community College System, and has been appointed by Governor Perry to the Texas Juvenile Probation Commission, by President Bush to the National Board of Educational Sciences in Washington, D.C., and elected to the board of the Southwest Junior College.

Dr. Lopez's broad range of experience in both urban and suburban school settings, as well as his service in multiple classroom, campus, and district leadership roles positions him well to guide the network as it adds this new PK-12 campus in 2018. Dr. Lopez holds a Bachelor of Science in Elementary Education, a Master of Science and a Doctor of Education in Educational Administration.

PROJECT EVALUATION/PROGRESS MEASUREMENT: Bob Hope School-Beaumont will use qualitative and quantitative data methods and analysis as well as both formative and summative assessments to make informed decisions on program efficacy and to guide progress measurement and program adjustment. Instruments/data sources include **criterion- and norm-referenced test results** [CIRCLE Progress Monitoring System, GOLD by Teaching Strategies for Early Childhood, Texas Primary Reading Inventory (TPRI), Tejas LEE, Texas English Language Proficiency Assessment System (TELPAS), LAS Links, STAAR, and End of Course exams), NWEA-MAP; **staffing reports** (including performance reports and retention data); and **surveys/interviews** of program participants (students, staff, parents, community). Teachers, staff, and school leaders will use TxEIS (student data management software) to track data.

POPULATION TO BE SERVED: The student population to be served by Bob Hope School-Beaumont will mirror that of the existing district as a whole: 60% African American, 23% African American, 11% White, and 3% Asian. 2017-18 will be a planning, staffing, and student recruitment year. In 2018-19, Bob Hope School-Beaumont will open with approximately 250 students in grades pre-K through 2, 6, and 9, continuing to add a grade level each year at each school level (ES, MS, HS) until we reach full pre-K through 12.

PRIORITY/FOCUS SCHOOLS: We anticipate that as many as 115 students, or 30% of the total enrollment, will be drawn from three Beaumont-area priority or focus schools in 2018-19.

COMMITMENT TO APPLICATION COMPLETENESS/ACCURACY: The Bob Hope Superintendent assures TEA that this application meets and has adequately responded to Statutory Requirements 1-5. As a Subchapter D Open-Enrollment Charter School, Bob Hope School-Beaumont is not required to respond to Statutory Requirements 6-15. In addition, Bob Hope School-Beaumont meets and has adequately responded to all TEA Requirements, including eligibility, as evidenced by responses to each required section, form, table, and chart in this application.

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Schedule #6—Program Budget SummaryCounty-district number or vendor ID: **123807**

Amendment # (for amendments only):

Program authority: Public Law 107-110, Title V, Part B, Subpart 1, NCLB and TEC Chapter 12

Grant period: May 1, 2017, to July 31, 2019

Fund code: 258

Budget Summary

Schedule #	Title	Class/ Object Code	<u>Planning:</u> Direct Program Cost	<u>Implementation:</u> Direct Program Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$0	\$377,824	\$377,824
Schedule #8	Professional and Contracted Services (6200)	6200	\$0	\$15,000	\$15,000
Schedule #9	Supplies and Materials (6300)	6300	\$50,000	\$2,500	\$52,500
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$7,500	\$7,500
Schedule #11	Capital Outlay (6600)	6600	\$347,175	\$0	347,175
Grand total of budgeted costs (add all entries in each column):			\$397,175	\$402,824	\$799,999

No administrative costs (direct or indirect) may be charged to this grant program [Public Law 107-110, Elementary and Secondary Education Act of 1965, as amended by No Child Left Behind Act of 2001, Title V, Part B, Subpart 1, Section 5204 (f)(4)(B)].

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Schedule #7—Payroll Costs (6100)County-district number or vendor ID: **123807**

Amendment # (for amendments only):

	Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Planning Costs	Implementation Costs	Total Budgeted Costs
Academic/Instructional						
1	Teacher (new teachers, 3 months' pay, through first 30 days of school: 11 PK – grade 2: \$132,000; 9 grades 6 and 9: \$108,000)	20	0	\$0	\$240,000	\$240,000
2	Educational aide: summer 40 hrs/wk x 6 wks @ \$14/hr	11	0	\$0	\$36,960	\$36,960
3	Tutor			\$	\$	\$
Program Management and Administration						
4	Project director/Principal (3 months @ \$85,000 annually)	1	0	\$	\$21,250	\$21,250
5	Project coordinator			\$	\$	\$
6	Teacher facilitator			\$	\$	\$
7	Teacher supervisor (Instructional Supervisor—3 months @ \$80,000 annually)	1	0	\$0	\$20,000	\$20,000
8	Secretary/administrative assistant	1	0	\$0	\$7,500	\$7,500
9	Data entry clerk			\$	\$	\$
10	Grant accountant/bookkeeper			\$	\$	\$
11	Evaluator/evaluation specialist			\$	\$	\$
Auxiliary						
12	Counselor			\$	\$	\$
13	Social worker			\$	\$	\$
14	Community liaison/parent coordinator			\$	\$	\$
Other Employee Positions						
15	Title			\$	\$	\$
16	Title			\$	\$	\$
17	Title			\$	\$	\$
18	Subtotal employee costs:			\$0	\$325,710	\$325,710
Substitute, Extra-Duty Pay, Benefits Costs						
19	6112 Substitute pay			\$	\$	\$
20	6119 Professional staff extra-duty pay			\$	\$	\$
21	6121 Support staff extra-duty pay			\$	\$	\$
22	6140 Employee benefits: 16% of all pay listed above			\$0	\$52,114	\$52,114
23	61XX Tuition remission (IHEs only)			\$	\$	\$
24	Subtotal substitute, extra-duty, benefits costs			\$0	\$52,114	\$52,114
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$0	\$52,114	\$377,824

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: **123807**

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services

#	Description of Service and Purpose	Planning Costs	Implementation Costs	Total Budgeted Costs
1	Montessori Dual-language training for all teachers	\$0	\$15,000	\$15,000
2		\$	\$	\$
3		\$	\$	\$
4		\$	\$	\$
5		\$	\$	\$
6		\$	\$	\$
7		\$	\$	\$
8		\$	\$	\$
9		\$	\$	\$
10		\$	\$	\$
11		\$	\$	\$
12		\$	\$	\$
13		\$	\$	\$
14		\$	\$	\$
a. Subtotal of professional and contracted services:		\$0	\$15,000	\$15,000
b. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0	\$0	\$0
(Sum of lines a, b, and c) Grand total		\$0	\$15,000	\$15,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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By TEA staff person:

Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 123807		Amendment number (for amendments only):		
Expense Item Description		Planning Costs	Implementation Costs	Total Budgeted Costs
6300	Total supplies and materials that do not require specific approval:	\$50,000	\$2,500	\$52,500
Grand total:		\$50,000	\$2,500	\$52,500

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

DETAIL:

<i>Technology hardware, not capitalized (< \$5,000 per unit)</i>	Cost	Number	TOTAL
Desktops for computer lab	\$700	25	\$17,500
Promethean Boards	\$2,000	10	\$20,000
<i>SUBTOTAL</i>			<i>\$37,500</i>
<i>Other supplies and materials</i>			
Science equipment and materials (petri dishes, magnifying glasses, beakers, Bunsen burners, etc.)			\$10,000
PE/Recreation equipment (bats, balls, cones, nets, pennies, timers, etc.)			\$5,000
<i>SUBTOTAL</i>			<i>\$15,000</i>
<i>ALL SUPPLIES/MATERIALS</i>			<i>\$52,500</i>

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 123807		Amendment number (for amendments only):		
Expense Item Description		Planning Costs	Implementation Costs	Total Budgeted Costs
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$	\$	\$
6411/ 6419	Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form, if applicable.	\$	\$	\$
Subtotal other operating costs requiring specific approval:		\$	\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$0	\$7,500	\$7,500
Grand total:		\$0	\$7,500	\$7,500

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

DETAIL:

Travel to educational conferences (Montessori, dual-language, etc.)	\$7,500
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Schedule #11—Capital Outlay (6600)						
County-District Number or Vendor ID: 123807				Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Planning Costs	Implementation Costs	Total Budgeted Costs
6669—Library Books and Media (capitalized and controlled by library)						
1			\$	\$	\$	\$
66XX—Computing Devices, capitalized						
2	Cart with 20 laptops (includes charging station)	1	\$21,300	\$21,300	\$	\$21,300
3			\$	\$	\$	\$
4			\$	\$	\$	\$
5			\$	\$	\$	\$
6			\$	\$	\$	\$
7			\$	\$	\$	\$
8			\$	\$	\$	\$
9			\$	\$	\$	\$
10			\$	\$	\$	\$
11			\$	\$	\$	\$
66XX—Software, capitalized						
12			\$	\$	\$	\$
13			\$	\$	\$	\$
14			\$	\$	\$	\$
15			\$	\$	\$	\$
16			\$	\$	\$	\$
17			\$	\$	\$	\$
18			\$	\$	\$	\$
66XX—Equipment, furniture, or vehicles						
19	Cafeteria equipment	4	\$10,000	\$40,000	\$0	\$40,000
20	Cafeteria tables, chairs	20	\$1,000	\$20,000	\$0	\$20,000
21	Phone system	1	\$10,000	\$10,000	\$0	\$10,000
22	Camera system	1	\$15,000	\$15,000	\$0	\$15,000
23	File cabinets	5	\$175	\$875	\$0	\$875
24	Classroom furniture sets (PK - 2)	11	\$12,000	\$132,000	\$0	\$132,000
25	Classroom furniture sets (6 and 9)	9	\$6,000	\$54,000	\$0	\$54,000
26	Science lab furniture sets	5	\$5,000	\$25,000	\$0	\$25,000
27	Computer lab furniture (tables/carrels)	20	\$500	\$10,000	\$0	\$10,000
28	Musical instruments (violins, cellos, etc.)	50	\$300	\$15,000	\$0	\$15,000
	Furniture for music classroom		Various	\$4,000	\$0	\$4,000
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)						
29				\$0	\$0	\$0
Grand total:				\$347,175	\$0	\$347,175

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #13—Needs AssessmentCounty-district number or vendor ID: **123807**

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

COMMUNITY DEMAND/EDUCATIONAL NEED: The successful operation of our existing secondary school has resulted in 2015 academic distinction designations including Academic Achievement in R/LA; Academic Achievement in Mathematics; and Top 25% in Student Progress. We have recently opened a new elementary school in Port Arthur, and **we are now ready and able to expand into the Beaumont area of East Texas—an area with great need for research-based alternatives to a failing traditional public educational system.** Beaumont ISD has been under state control since April 2014 due to fiscal mismanagement and allegations of embezzlement. There are currently no free, public Montessori programs in Beaumont, and no Montessori Dual-language programs at all. However, the existence of a private Montessori preschool program and a private school speak to the level of interest in the community. Establishing an open-enrollment charter school in Beaumont will fill several needs simultaneously—chief among them: the opportunity for students to attend a proven high-performing public school system that has outperformed Beaumont ISD and Harmony Science in Beaumont. **According to recent TAPR reports, Beaumont ISD's 2015-16 academic performance is 8-21 percentage points below that of the Region and even lower than that of the state as a whole.** Scores for students of color (83% of all students) are abysmally low—as much as 31 percentage points below the state average (ex: 3rd grade Math—44% passing African American/75% passing state). At the high school level, the dropout rate for Hispanic students is 4.2%—*twice the state average of 2.1%*. Bob Hope has demonstrated success with low-income minority students, English-language learners, and educationally disadvantaged youth and is confident it can face the challenges that Beaumont's students have experienced and emerge as a beacon of hope and educational promise in a community that has not experienced that in quite some time.

The student population to be served by Bob Hope School-Beaumont will mirror that of the existing district as a whole: 60% African American, 23% African American, 11% White, and 3% Asian. In the larger community that includes the zip code of 77701, **38.1% of individuals live in poverty** (2010-14 American Community Survey). Within this community, **30.7% of those 25 years of age and older have no high school diploma, 37.1% have a high school diploma only, and only 10.6% of those in this age cohort have attained college degrees.** This population of at risk students Bob Hope will serve is further disadvantaged by other risk factors for high school dropout such as high family mobility, low educational expectations associated with language barriers, and low family educational attainment.

PROCESS: Bob Hope School-Beaumont conducted the following activities when assessing its need for Public Charter School Startup Grant resources:

- Review of public, private, and charter schools in the area (academic performance, accountability ratings, curriculum, attendance zones/boundaries, philosophy, design, student populations, Priority/Focus schools, etc.);
- Review of student demographics and community characteristics (educational levels, socio-economic status, and related statistics);
- Review of staffing needs and Leadership Team qualifications (experience, prior appraisals, expertise, and special skills);
- Review of planned curriculum materials needed and related school operational costs;
- Informal interviews with current and prospective parents and business/community members; and
- Reflection on previous/current experiences in charter school leadership and lessons learned.

ALIGNMENT WITH GRANT GOALS/OBJECTIVES: The Leadership Team identified the following top five needs to address with resources from this Public Charter School Program Startup Grant:

1. Students need academic instruction that comes from research-based, multisensory, hands-on instructional methods and strategies;
2. Students not meeting standards need academic interventions to remediate deficiencies;
3. Students and teachers need to effectively integrate technology into core curriculum;
4. Parents need information and opportunities to learn how to support their children's growth and development as well as to understand the importance of high academic standards; and
5. This new school requires a broad array of start-up supplies, including technology, classroom equipment, materials, and furniture to ensure a high-quality educational environment with up-to-date curricular resources.

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Schedule #13—Needs Assessment (cont.)County-district number or vendor ID: **123807**

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Students need academic instruction that comes from research-based, multisensory, hands-on instructional methods and strategies	Bob Hope School-Beaumont offers a unique Dual-language Montessori educational program at the elementary level. Students learn by seeing, hearing, tasting, smelling, touching, and moving. As students progress from the concrete to the abstract, they begin to apply previous learning to real-world experiences. Bob Hope School-Beaumont combines this natural curiosity and drive to learn with two-way dual-language instructional methods that capitalize on the individual language strengths of native English- and Spanish-speakers while adding reading and writing skills in the second language and building cultural awareness to broaden the horizons of every child. Grant funds will provide specialized Montessori teacher training/professional development (PD) for teachers of younger students (PK-2) and funds for project-based learning in science labs for older students (grades 6 and 9)— see also #5, below.
2.	Students not meeting standards need academic interventions to remediate deficiencies	Bob Hope School-Beaumont will use whole-class instruction, small-group instruction, independent study, and one-on-one tutoring to enhance students' interests and facilitate learning. Teachers will use a variety of diagnostic instruments to assess current knowledge, measure student growth, and individualize instruction. ELL students will benefit from additional targeted reading instruction as well as the dual-language environment. Grant funds will provide teacher training in dual language Montessori (see also #5, below) to ensure younger grade teachers have all the tools they need to diagnose learning deficits and advance student academic growth in this unique instructional environment, thus providing a solid foundation for the secondary grades. Additionally, the Instructional Supervisor will support secondary teachers and students.
3.	Students and teachers need to effectively integrate technology into core curriculum	Bob Hope School-Beaumont will use technology to effectively engage students in high-interest academic content, remediate student deficiencies and weaknesses, accelerate academic growth and achievement, access online instructional materials, encourage hands-on learning, encourage communication between and among students and teachers, and develop students' 21 st Century skills. Grant funds will provide tablets for students, laptops for new teachers; instructional software, including Accelerated Reader, STAR Math, and STAR Reading; and TVs/DVDs, document cameras, projectors, and SmartBoards for whole-class instruction.
4.	Parents need information and opportunities to learn how to support their children's growth and development as well as to understand the importance of high academic standards.	Bob Hope School-Beaumont will conduct focused outreach to parents, inviting them to attend a variety of educational and involvement activities. Grant funds will provide supplies and materials for parent education and involvement, supplies for family education nights (Math Night, Reading Night, etc.), and light refreshments to encourage attendance.
5.	This new school requires a broad array of start-up supplies, including technology, classroom equipment, materials, and furniture to ensure a high-quality educational environment	Bob Hope School-Beaumont will ensure that all teachers have the tools they need to effectively instruct students in TEKS-aligned curriculum, diagnose and assess student learning, communicate student academic progress to students and parents, remediate identified student weaknesses, and accelerate learning so that all students experience one or more years' academic growth each year. Grant funds will provide laptops and desktops for instruction; a phone system for home-school communications; a camera system for safety and security; furniture for the science, computer, and music classrooms; file cabinets for safe storage of student records; and cafeteria equipment, tables, and chairs

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Schedule #14—Management PlanCounty-district number or vendor ID: **123807**

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Superintendent/ Executive Director	32 years' experience in public education: teacher, teacher specialist, assistant principal, principal, instructional supervisor, and superintendent; additional experience at the community college level and on several local and national boards; holds all applicable degrees & certifications.
2.	Campus Director	At least five years' experience in public education as a highly effective teacher and leader; ability to lead and manage teams of adults to achieve ambitious student achievement goals; Bachelor's degree in education; Master's in leadership and all applicable certifications required.
3.	Instructional Supervisor	At least three years' experience in public education as a highly effective teacher; demonstrated ability to lead teams to achieve ambitious student achievement goals; Master's in curric/instruct.
4.	Teachers	Highly qualified as defined by NCLB; Bachelor's degree and certification in the subject matter(s) taught required (as appropriate to the position); demonstrated competence in teaching
5.	Consultants	External professional development providers will be selected by the Superintendent and Campus Director who will seek testimonials from prior clients and verify the research basis for all PD

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	By June 2018, at least 70% of all students in grades K-2 will be reading on grade level.	1. All K-2 classrooms staffed w/highly qual teachers	05/01/2018	08/01/2018
		2. All K-2 teachers participate in 18+ hours PD	07/01/2018	05/01/2019
		3. At least 50% K-2 students meet std on benchmark	09/01/2018	12/31/2018
		4. At least 60% K-2 students meet std on benchmark	01/01/2019	05/01/2019
		5. Students not meeting benchmarks are receiving additional academic supports/interventions	09/15/2018	05/31/2019
2. & 3.	By June 2018, at least 80% of all students who are assessed will have achieved acceptable performance on the Rdg and Math STAAR or EOC	1. All grade 6 & 9 classrooms staffed w/highly qualified teachers (school will only enroll through grades 6 and 9 at this time)	05/01/2018	08/01/2018
		2. All secondary teachers participate in 18+ hours PD	08/01/2018	05/01/2019
		3. At least 60% students pass benchmark	09/01/2018	12/31/2018
		4. At least 75% students pass benchmark	01/01/2019	05/01/2019
		5. Students not meeting benchmarks are receiving additional academic supports/interventions	09/15/2018	05/31/2019
4.	By June 2018, at least 35% of all secondary students will show at least one year of growth in math and reading	1. All grade 6 & 9 classrooms staffed w/highly qualified teachers	05/01/2018	08/01/2018
		2. At least 95% of rdg and math teachers trained in accelerated instructional strategies	08/01/2018	11/01/2018
		3. At least 25% of students show one year rdg growth	12/01/2018	05/01/2019
		4. At least 25% of students show one year math grwth	12/01/2018	05/01/2019
		5. Struggling students are receiving additional academic supports/interventions	09/15/2018	06/30/2019
5.	By June 2018, at least 75% of all ELL students will have advanced at least one level over their baseline reading TELPAS.	1. At least 90% ELL students have highly qual teachers	08/01/2018	05/31/2019
		2. At least 90% of all st. have written academic plans	09/15/2018	06/30/2019
		3. At least 50% of ELL st. have advanced 1+ levels	10/01/2018	02/01/2019
		4. At least 65% of ELL st. have advanced 1+ levels	02/01/2019	05/15/2019
		5. Struggling students receive additional academic assistance, tutorials, individualized instruction, etc.	09/01/2018	06/30/2019

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)County-district number or vendor ID: **123807**

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Bob Hope School-Beaumont Leadership Team, as supported by other staff as appropriate, will conduct weekly meetings during which the financial, physical, academic, and human resource needs are discussed, monitored, and adjusted according to ongoing data reviews.

Throughout the project period, the schedule of **internal communications, coordination, and reporting** will follow this general schedule:

- **Weekly**—The Leadership Team (Superintendent/Executive Director, Chief Financial Officer, Campus Director, Assistant Principal, Instructional Supervisor, Bilingual Director, Special Education/Testing Director, Tutoring Coordinator, and Counselor) and campus teachers communicate about implementation of project activities as needed; faculty and staff meet to adjust recruitment, instructional, and parent involvement activities and communicate with students, parents, and families as appropriate;
- **Monthly**—The Leadership Team will meet with school board and business and community partners as appropriate to communicate updates and monitor and adjust project activities and management; Superintendent/Executive Director schedules teachers and support staff to attend and participate in professional development.

Semi-annually—The Campus Director (as supported by instructional support staff, teachers, data personnel, and others) completes evaluation reports as required by TEA and reports results to the Bob Hope School-Beaumont learning community via board meetings.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

At all stages of project implementation and management, the Bob Hope Superintendent/Executive Director will involve the CFO, and data and finance personnel, who will work together to oversee adherence to all policies and procedures relating to the following:

- Maintaining fiduciary and financial responsibility for all grant activities;
- Keeping accurate accounting data, records, and archiving of supporting documentation for all charges;
- Requesting funds through the automated payment request systems;
- Preparing and submitting written expenditure reports in coordination with the project manager;
- Certifying expenses are true and correct;
- Classifying and reporting the accounting transactions properly; and
- Procurement records.

In addition, Bob Hope School-Beaumont and its charter holder, The Huguen Center, Inc., is committed to sustaining this program beyond the initial funding period and promises the following:

- To maintain accurate, up-to-date records of grant activities and expenditures;
- To file accurate, thorough interim and final progress and financial reports in a timely manner;
- To fully account for the accomplishment (or failure to accomplish) each program objective and performance target;
- To coordinate grant funding with other federal, state, and local/ADA funding to maximize program effectiveness and student achievement; and
- To share details of its model and the results of its program with others.

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Schedule #15—Project EvaluationCounty-district number or vendor ID: **123807**

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	QUANTITATIVE: Review of student achievement data (baseline; progress reports/grading periods; benchmark tests)	1.	All teachers have access to most recent criterion- and norm-referenced student academic data within two weeks of school opening each year
		2.	All teachers have attended and participated in at least 6 hours of staff development related to data interpretation and application annually
		3.	Objectives 1-5 are achieved (see page 17)
2.	QUANTITATIVE: Review of student data management system and teacher use	1.	All teachers trained in student data management
		2.	At least 95% of teachers use data to inform and personalize instruction
		3.	At least 95% of teachers use (and are assessed on) Montessori Teaching Methods, Dual-language Instructional Techniques, and Hands-on Learning
3.	QUANTITATIVE & QUALITATIVE: Review of staffing (open/filled positions, teacher/staff attendance, satisfaction, retention, perform.)	1.	All instructional and support staff positions filled by 08/01/2017
		2.	At least 85% of teachers perform satisfactory or above on their combined appraisals for 2018-19
		3.	Teacher retention is 85% or higher by 08/01/2019
4.	QUALITATIVE: Review of survey/focus group/interview data (teacher/staff, parents, students)	1.	Faculty/staff satisfaction is 85% or higher based on an anon annual survey
		2.	Leadership Team administers surveys for teachers/staff, parents, and students by which to evaluate program satisfaction as a success indicator
		3.	Leadership Team administers surveys, focus groups, and/or interviews to collect data to determine project effectiveness and success

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Quantitative data reported through TEA's Academic Excellence Indicator System is disaggregated by grade, subject, special populations (ethnicities, sex, LEP, at-risk, bilingual/ESL, economically disadvantaged, and special education) as well as aggregated by all grades tested (STAAR and EOC exams). Additional data will be provided through Teaching Strategies GOLD, CIRCLE/CLI, TELPAS, LAS Links, and PSAT (grade 9).

Data analysis procedures will make use of statistical qualitative, analytical, and presentation procedures to process and present data/findings. All project implementation benchmarks/milestones/performance objectives for the project period will be closely monitored to determine the extent to which they are achieved. The Leadership Team will meet weekly throughout the project period to monitor data and to act swiftly to immediately correct any problems with project delivery. The Bob Hope School-Beaumont Campus Director, supported by other members of the Leadership Team, will assume primary responsibility for program implementation and adjustment and will monitor and evaluate all planned activities and contracted services through observations, surveys, and formal and informal evaluation methods in order to determine their merits and effectiveness in achieving project aims. In this way, the Leadership Team will be able to determine the extent to which project weaknesses, problems, or concerns are addressed in a timely manner as the implementation proceeds.

Formative assessment will take place **weekly** during the planning period (May 1 - August) and **monthly** during the implementation period (September 2017 – July 2018) as grant personnel make use of collaborative/meeting time to reflect on, assess, and critique their own and others' instructional practices, need for professional development, available instructional materials, and the effectiveness of grant-funded activities. Additionally, the Campus Director will gather and present data collected from teachers and other staff members, including data on student achievement, as appropriate, in order to seek guidance from the Leadership Team throughout the funding period. **Feedback for ongoing refinement** of this Public Charter School Startup Grant initiative will be obtained from staff and other program participants at least semi-annually to ensure that the initiative attains its maximum implementation effectiveness to facilitate the full achievement of all targeted process and product goals/objectives.

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Schedule #16—Responses to Statutory RequirementsCounty-district number or vendor ID: **123807**

Amendment # (for amendments only):

Statutory Requirement 1: Describe the administrative relationship between the charter school and the authorized public chartering agency (i.e., the local board of trustees, the commissioner, or the charter holder board).**Note: All applicants must address this statutory requirement.**

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Bob Hope School-Beaumont is a campus operated by The Huguen Center, Inc., which has been authorized by the Texas Education Agency as a Generation 14 **Subchapter D, Section 12.101 Open-Enrollment Charter School** in accordance with State Board of Education rules and policies. As such, The Huguen Center, Inc. is a Local Education Agency (LEA).

The governing body of The Huguen Center, Inc. (2016 Board of Trustees) is as follows:

Executive Board

- President-Bobby Martin, Jr.
- 1st Vice President-David Olsen
- 2nd Vice President-Randy Kimler
- 3rd Vice President-Bobby Simon
- Treasurer-Michael Casey
- Secretary-Cheryl Cherry
- Immediate Past President-Johnny Huckaby

Board Members

- Al Agudelo
- Eric DeRanieri
- Jose Martinez
- Ronald McCraw
- James McDuffie
- Mark Mulliner
- Cesar Munoz
- Randy Sonnier

Advisory Board Members

- Ken Whitlow
- Steve Jordan
- Jerry Brown
- Zona Jones
- Kevin Steele
- Brit Featherston
- Kent Walston

Bob Hope School Board of Trustees Meetings

The regular business meetings of the Board of Trustees are open to the public and are usually scheduled for 6:30 pm on the second Tuesday of each month. Call 409-983-3244 to confirm.

School Board meetings are held at the Delores Hope Library located at 2849 9th Avenue, Port Arthur, TX.

Bob Hope School-Beaumont is led by a Campus Director. See page 17 for the qualifications of this position as well as those of the Superintendent/ED, Instructional Supervisor, instructional staff and external consultants.

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Schedule #16—Responses to Statutory RequirementsCounty-district number or vendor ID: **123807**

Amendment # (for amendments only):

Statutory Requirement 2: Describe how the authorized public chartering agency will provide for continued operation of the school once the Federal start-up grant has expired.

Note: All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The primary source of funding for the continued operation of Bob Hope School-Beaumont once the Federal start-up grant has expired will be the per-pupil allotment from the State of Texas. In the 2018-19 school year, this will be based on an estimated enrollment of 380 students in grades PK-2, 6, and 9. Bob Hope School-Beaumont will continue to add a grade level each year at each school level (ES, MS, HS) until we reach full pre-K through 12 enrollment of approximately 860 students (80 pre-K and 60 at K-12).

Additional support for instructional activities will be raised from private sources, including individual donors as feasible, annual fundraising events, grants from local foundations, and State and Federal sources.

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Schedule #16—Responses to Statutory RequirementsCounty-district number or vendor ID: **123807**

Amendment # (for amendments only):

Statutory Requirement 3: Describe and justify any requests for waivers of any Federal statutory or regulatory provisions that the eligible applicant believes are necessary for the successful operation of the charter school, and a description of any state or local rules, generally applicable to public schools, that the applicant proposes to be waived, or otherwise not apply to, the school.

Note: All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not applicable.

Bob Hope School-Beaumont has requested no waivers.

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Schedule #16—Responses to Statutory RequirementsCounty-district number or vendor ID: **123807**

Amendment # (for amendments only):

Statutory Requirement 4: Describe how the grant funds will be used to accomplish the purpose, goals and objectives of the grant. Describe how the items/activities are necessary for initial implementation and the anticipated outcome for using grant funds for the purpose. Include a description of how such funds will be used in conjunction with other Federal programs administered by the U.S. Secretary of Education.

Note: All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Bob Hope School-Beaumont understands that the purpose of the federal Public Charter School (PCS) Start-up Grant program is to increase national understanding of charter schools and that the Texas PCS program supports the federal program with the following goals:

- Provide financial assistance for the planning, program design, and initial implementation of charter schools; and
- Expand the number of high-quality charter schools available to students.

Bob Hope School-Beaumont is requesting a **total of \$799,999** in start-up funding to accomplish the purpose, goals, and objectives of the grant as delineated on **page 16**. Additional detail is as follows:

Salaries and Benefits (@ 16%) in the amount of **\$377,824** will support pay for three months (from summer through the first 30 days of instruction) for a Campus Director/Project Director, Instructional Supervisor, 11 PK-2 teachers, 9 grade 6 and 9 teachers, 11 educational aides, and 1 secretary/administrative assistant.

Professional and Contracted Services in the amount of **\$15,000** will support teacher training in Montessori Dual-language training for all elementary level teachers.

Supplies and Materials in the amount of **\$52,500** will purchase technology hardware and software, including desktop computers for students, smart boards for teachers/classroom instruction, science equipment and materials, and PE/recreation equipment and materials. Please see Budget, **page 12**, for line item detail.

Other Operating in the amount of **\$7,500** will fund travel related to teacher training and educational conference attendance.

Capital Outlay in the amount of **\$347,175** will fund a variety of equipment and furniture for the cafeteria, classrooms, and music room, including musical instruments (all students in grades 2-5 will play an instrument), a phone system for home-school communication, and a camera system for safety and security. Please see Budget, **page 14**, for line item detail.

School leaders and finance/budget personnel will identify additional resources and coordinate funding from federal, state, and local funding for personnel, professional and contracted services, supplies and materials, other operating costs, and capital outlay as permitted by law and regulatory guidance. Examples of federal funding sources include, but are not limited to, the National School Lunch Program (US Dept. of Agriculture), Title I, IDEA, and federal (ED) grants. Examples of state funding include state (TEA) competitive grants, state formula funding, per-pupil regular (ADA) funding, and weighted ADA (WADA) funding.

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Schedule #16—Responses to Statutory RequirementsCounty-district number or vendor ID: **123807**

Amendment # (for amendments only):

Statutory Requirement 5: Describe how the charter school that is considered a local educational agency under state law, or a local education agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Act. (See Appendix 1.) Failure to respond appropriately to this requirement will deem the applicant ineligible for funding as meeting the needs of special education students is a statutory requirement for this federal program.

Note: All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Funding

Bob Hope School-Beaumont will fully comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Act. Bob Hope School-Beaumont will use weighted state per-pupil allotments to provide for the additional educational, instructional materials, and staffing needs of these students; train teachers in appropriate intervention, remediation, instruction, and acceleration of these students; and provide for the appropriate level of administrative case management.

ARDs and IEPs

Scholars will be accepted to attend Bob Hope School-Beaumont without discrimination on the basis of disability. Individuals qualified as disabled will be offered a free and appropriate education as required by Section 504 of the Rehabilitation Act of 1973. Bob Hope School-Beaumont believes every child can learn and the development of appropriately challenging goals for each scholar, detailed on his or her individual education plan (IEP), is essential, not only to satisfy federal and state requirements but also, to realize Bob Hope School-Beaumont's vision of developing future scholars and leaders who can function competitively in the global marketplace. Scholars will be qualified for special education services according to the Admission Review and Dismissal (ARD) committee member's determinations. This committee will also monitor progress, make appropriate changes to scholars IEP, and address the results of re-evaluations as part of the organic process of maximizing scholar achievement in the areas addressed.

Bob Hope School-Beaumont understands that outcomes for students served by Special Education supports cannot be predetermined but must be established by an ARD (Admission, Review, and Dismissal) Committee. ARD meetings will continue to be held when students requiring Special Education services enroll and in accordance with state law to ensure the child is offered a Free and Appropriate Public Education (FAPE) while attending Bob Hope School-Beaumont. The school administrators and staff intend to follow all state and federal guidelines concerning required services, procedures, and systems and will provide the full spectrum of services for students with Individualized Education Plans (IEPs), including Resource (pullout) services, Inclusion (in-class) services, and Response to Intervention (RtI).

Teacher Preparation and Training and Student Support

All special education teachers at Bob Hope School-Beaumont will be fully certified. Students with special needs will receive the services stated in their IEPs. In addition, the special education teacher will work closely with the general education teachers to co-plan and co-teach in all of the core content areas to assist students needing special education support services. Wherever possible, and in accordance with the IEPs, students will be served in the regular core content classroom via Inclusion methods. The special education teacher will also work alongside the general education teacher to ensure the accommodations and modifications stated in each child's IEP are upheld.

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Amendment # (for amendments only):

Statutory Requirement 6: Describe the educational program to be implemented by the proposed charter school, including (1) how the program will enable all students to meet challenging state student academic achievement standards; (2) the grade levels or ages of children to be served; and (3) the curriculum and instructional practices to be used.

Note: *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not applicable.

Bob Hope School-Beaumont is not a Subchapter C Campus Charter School.

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Schedule #16—Responses to Statutory RequirementsCounty-district number or vendor ID: **123807**

Amendment # (for amendments only):

Statutory Requirement 7: Describe how the charter school will be managed. (1) Include a detailed description of the ways in which the campus charter school will be permitted to manage autonomously, as evidenced by the day-to-day decision makers at the campus and their input with regard to the school's curriculum, calendar, budget, and daily operations. (2) Describe how this autonomy is **above and beyond the degree of flexibility and autonomy afforded to traditional campuses** within the district.

Note: *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.* Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not applicable.

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Amendment # (for amendments only):

Statutory Requirement 8: Describe the performance measures and methods by which the charter school will determine its progress toward achieving those objectives. For each objective include a description of what is going to change as a result of this grant project, who will achieve the change, how much change will occur, and when will the change occur.

Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not applicable.

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Amendment # (for amendments only):

Statutory Requirement 9: Describe how parents and other members of the community will be involved in the planning, program design and implementation of the charter school.**Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.**
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not applicable.

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Amendment # (for amendments only):

Statutory Requirement 10: Describe how students in the community will be (1) informed about the charter school; and (2) given an equal opportunity to attend the charter school.**Note:** *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not applicable.

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Schedule #16—Responses to Statutory RequirementsCounty-district number or vendor ID: **123807**

Amendment # (for amendments only):

Statutory Requirement 11: Provide a description of the campus charter's process to become a charter school, including:

1. the district's general process for approval of campus charter schools and the steps the campus took to become a charter;
2. the premise in which the school board approved the campus for which a charter was granted to operate;
3. what the campus will be doing differently, above and beyond, that of a regular district campus that merits charter status and charter school start-up funds;
4. if the campus is converting from a regular district campus to a campus charter, what the campus charter will be doing above and beyond that which was done when it operated as a district campus.

Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not applicable.**Bob Hope School-Beaumont is not a Subchapter C Campus Charter School.****For TEA Use Only**

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Schedule #16—Responses to Statutory RequirementsCounty-district number or vendor ID: **123807**

Amendment # (for amendments only):

Statutory Requirement 12: Describe the periodic review and evaluation process for the charter school. Specify any basis, in addition to a basis specified by Subchapter C, on which the campus charter may be placed on probation or revoked. Describe how the district authorizer will use increases in student academic achievement as one of the most important factors when determining whether to renew or revoke a school's charter.

Note: *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.* Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not applicable.

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Amendment # (for amendments only):

Statutory Requirement 13: Describe how the charter school will be governed. (1) Include a detailed description of the ways in which the campus charter school will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus and their input with regard to the school's curriculum, calendar, budget, and daily operations. (2) Describe how this autonomy is **above and beyond the degree of flexibility and autonomy afforded to traditional campuses** within the district.

Note: *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.*

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not applicable.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 123807

Amendment # (for amendments only):

Statutory Requirement 14: Describe the manner in which an annual independent financial audit of the campus is to be conducted. The campus charter must have a plan for an audit separate and apart from the district audit. Describe the manner in which the campus will provide information necessary for the school district in which it is located to participate, as required by TEC, Chapter 12, Subchapter C, or by SBOE rule, in PEIMS.

Note: *Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement.* Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not applicable.

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Schedule #16—Responses to Statutory RequirementsCounty-district number or vendor ID: **123807**

Amendment # (for amendments only):

Statutory Requirement 15: Explain the manner in which the district will flow other federal funds to the campus charter. Describe the timelines for flowing the federal funds to the campus charter that ensure students are promptly receiving the benefit of services that appropriate federal funds can provide.

Note: Charters established under TEC, Subchapter C, Campus Charter Schools must address this requirement. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not applicable.

Bob Hope School-Beaumont is not a Subchapter C Campus Charter School.

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Schedule #17—Responses to TEA Program RequirementsCounty-district number or vendor ID: **123807**

Amendment # (for amendments only):

TEA Program Requirement 1: Population to Be Served in 2017-2018. Enter the number of students in each grade, by type of school, projected to be served under the grant program during the 2017-2018 school year. For a charter school that is currently serving students in its first year of implementation, supply the number of students in each grade, by type of school, currently served by the charter.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Campus Charter Schools															
Open-Enrollment Charter School															
College/University Charter School															
New School Under Existing Open-Enrollment Charter School															
TOTAL:															

Not Applicable – No students will be served during the 2017-2018 school year.



Total Staff

Total Parents

Total Families

Total Campuses

TEA Program Requirement 2: Population to Be Served in 2018-2019. Enter the number of students in each grade, by type of school, projected to be served under the grant program during the 2018-2019 school year.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Campus Charter Schools															
Open-Enrollment Charter School	80	60	60	60				60			60				380
College/University Charter School															
New School Under Existing Open-Enrollment Charter School															
TOTAL:	80	60	60	60				60			60				380
Total Staff															31
Total Parents															570
Total Families															325
Total Campuses															1

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 123807

Amendment # (for amendments only):

TEA Program Requirement 3: Number of Students To Be Served in 2017-2018 Who Would Otherwise Attend a Traditional School Identified as a Priority or Focus School.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Campus Charter School (TEC Subchapter C)															
Open-enrollment Charter School (TEC Subchapter D)															
College/University/Jr College Charter School (TEC Subchapter E)															
New School Under Existing Open-Enrollment Charter School															
TOTAL:															
Not Applicable – No students will be served during the 2017-2018 school year.															<input checked="" type="checkbox"/>

TEA Program Requirement 4: For 2017-2018, provide the names and nine-digit county/district/campus numbers of the schools identified as priority or focus schools that you will be impacting as described above.

	District Name	Campus Name	9 Digit CDC Number
1.			
2.			
3.			
4.			
5.			
6.			
Not Applicable – No students will be served during the 2017-2018 school year.			<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 123807		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)County-District Number or Vendor ID: **123807**

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)County-District Number or Vendor ID: **123807**

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C09	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C10	Strengthen school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D05	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D08	Provide comprehensive health education programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D10	Establish school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D11	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)County-District Number or Vendor ID: **123807**

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K09	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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